**Social Stuties Lesson Plan 1 Draft**

**Teacher Candidate M.J. Scharch Grade Level: 3 Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:**

3SS1… Understand current status of fundamental concepts and process of authority, power and influence, emphasis on democratic skills and attitudes to become responsible citizen…3.A. Foundation sand function of government. 1. Role of the individual and groups in creating rules and laws to maintain order, protect citizens and provides services. 2 Explain how certain practices are connected with the democratic principles of being a citizen. 3.B. Individual and group participation in the political system. 1. Explain how people and event shave contributed to the American political system. C. Protecting Rights and Maintain Order. 1. Explain the rights and responsibility of being a member of the community.

SS6 - Reading, Writing and thinking process and skills to gain knowledge and understanding of politics, historical and current events…by framing and evaluating questions from primary and secondary sources.

A. Read to learn and construct meaning...3-5 - 1. Use appropriate strategies and opportunities to increase understanding of social studies vocabulary.

E. Organize Social Studies Information…3-5 – 1 Organize information form non-ring sources and 2 organized information from print sources.

F. Analyze Social Studies Information. 3-5 – 1. Interpret information from primary and secondary sources, 2. Evaluation information… and 3. Synthesize information.

**Learner Background:**

In previous grade students will have been learned about organizations in the community and their purpose as well as the need for rules to maintain safety, responsibility, order, fairness, and safety.

This year students have completed a unit on U.S. form of government and the purpose.

**Student Learning Objective(s):**

This will be the students’ introductory lesson to a unit exploring the relationships of individual to U.S. institutions (government, education, religion, business, etc.) and how individuals in U.S. history have been affected by the policies, practices and laws implemented/practiced by these institutions.

Throughout the Relationship Unit:

Students will review primary and secondary sources to analyze how individuals were affectsed and/or influenced change.

**This Lesson**:

Students will identify current issues that may require action, policy and/or change of policy.

Students will identify potential groups/individuals who may be affected by the issue.

Students will select a specific issue to review historical events relevant to the issue so they can advocate a particular point of view for maintaining the current policy/action or for making a change.

**Assessment:** Note: There will be an assessment guide for the overall unit but also individual assessments for the individual or smaller unit lessons.

See attached.

**Materials/Resources:**

Newspapers

Magazines

Online news

Computers

Approved websites

Kids news links

Graphic organizers

Chart paper

Graphic Organizers

Vocabulary List

**Teaching Model/Strategy**

Directed instruction model which allow for the gradual release of responsibility. It provides students with authentic learning on real world issue.

Workshop/Discussion/Collaboration model – Students work in small groups to identify an issue and discuss in both small groups and with whole class.

Reflection – Students will share what they know and what they learn about the issue, in the present and in the past. They will then decide what , if anything, needs to change.

**Learning Activities:**

**Initiation: Grabber:** Show a film clip or newspaper headline about a protest/demonstration about a current issue. Ask why they think it is occurring.

**-**Ask students to share their observations about the event.

-Ask why they think current issues may need to be addressed.

-Can they think of other current issues that did not make the ‘news’

Encourage discussion with prompting questions

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Expain the new Unit on RELATIONSHIPS – individuals, cultures, institutions and how they interact/affect each other.

Explain this is first lesson which will focus on identifying current issues.

Look at why it is an issue, who does it affect, was it an issue in the past and who/what needs to be done to change it or does it need to be changed.

Explain that we will learn how to use primary and secondary sources learn about the issue.

Tell students that they will be need to identify an issue that they think needs action, identifying who it affects, what the action may be needed and why, and has it been an issue in the past.

Describe the G.R.A.S.P.S.

Explain they are to participate in as small groups to identify issues, the class will decide which issues to focus on and then the groups will give a final presentation/report on that issue.

**Lesson Development:**

Use ‘think aloud’ to model the process of deciding if ‘news’ item is an issue about relationships of individuals, cultures, institutions that needs attention.

Will then walk through the use of a graphic organizer as we all brainstorm/discuss the issue to determine if it is relevant.

Will demonstrate how to search for whether an issue in the past from the list of approved websites/search engines.

Have students work in small groups to looks at the various ‘news’ sources to identify additional issues for the activity. They will use the graphic organizer and take notes, check for issue in U.S. history by checking primary sources/timelines, identify who may be affected by the issue, what, if any, change may be needed.

In this phase the students can be grouped randomly and work together to identify issues, stakeholders, etc.

Next class will include a more detailed mini-lesson on using primary sources to identify what institutions/laws/people may be affected by the issue and the different perspectives.

**Closure:** Students will be reminded that they need to work together to select an issue(s) to share with the class, identify who is affected by the issue, whether it is a new issue or has been an issue in the past and what may be needed to resolve the issue – what needs to change.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | Gifted | Ask to identify both sides of the issue, identify any possible compromises |
|  | ELL | Provide vocabulary and clear explanation/example; |
|  | Reading disability | Provide audio version of news, ensure grouped with strong readers; provide specific questions to focus on. |

GRASPS

**Goal**: Decide what current issues may require action/ policy and/or change to policy

**Role**: Reporter

**Audience**: Classmates who will be choosing an issue to research so they can be an advocate.

**Situation**: You need to identify a current issue (in the new, personal, or one you have heard discussed) and decide if it is an issue that needs action. You will present issue so all students can decide if it is appropriate for further research so each student can become an advocate on the issue.

**Product/Performance and Purpose**: Create short oral report to identify issue, cite source, relationship, and who it affects.

**Standards and Criteria for Success**: Selected issue is current, able to relate it to historical issue, identify who may need to be changed and why, and identified individual(s) potentially affected by/or would be affected by, the issue.